



ACTION, IMITATION & FUN SERIES

THE THREE BEARS



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ACTION, IMITATION AND FUN
SERIES

IV

THE THREE BEARS

BY
MARA L. PRATT-CHADWICK

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REBECCA CHASE

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1905

INTRODUCTION.

To the Teachers:

It is the writer's wish that these primers show forth the following:

1. That a primer may be based upon the classic.
2. That a primer may be constructed with reference to
 - (a) Action,*
 - (b) Imitation,
 - (c) Fun,

which, as every sympathetic observer of children must know, are the elements that enter most largely into the stories which little children like best.

As to the classic basis, certainly a vocabulary may be evolved as well from "The Three Bears," for example, as from cats and dogs. For cannot a child as well in the beginning say, *I see a bear* as *I see a cat*? And can he not build up day by day from the bear as well as from the cat?

Then, too, these tales are pedagogical to the primer grade. Every first grade or kindergarten teacher knows the delight with which little children listen as she reads them; hence that first of all elements—interest—is fully satisfied in these tales.

Again we find in these classic tales a second pedagogical principle—that of action; for in these olden tales most rapid and vigorous activity predominate.

A third principle, too, is in evidence—that of repetition; and a child loves the rhythm of repetition.

And still a fourth pedagogical quality is found in these classic tales, *i. e.*, the dramatic—personification—dialogue—or in another term,

* See Barnes' "Studies in Education," Vol. I.

NOV 13 1956

imitation. Every teacher knows how little children love to personify; to put words into the mouths of animals; to fancy conversations between the flowers and the trees, and to build dialogue from the verse and from the story.

There is, however, yet another element which should come into child's literature and which is found in perfection in these old classics; and that is the element of the serial.

Most primers are now carrying something akin to a continued story, but a true serial is one that represents different ages of one act. For example, in the famous German picture book, "Slovenly Peter," we have in perfect serial story, the tale of a heedless boy's mishaps at home and at school.

The "Slovenly Peter" of which I speak is a book of serial pictures; funny, the children call them, and no picture book has ever been so popular in all Europe. Moreover, it has been translated into other languages for the children of other lands.

The Sunday newspaper, with its Katzenjammers, its Foxy Grandpa, and its Buster Brown, is showing us a lesson in pedagogy which it would be well for us as teachers to heed. These serial pictures are the Sunday delight of millions of little children and glad would the teacher be if, on Monday morning, she could arouse one-half the eagerness and interest in the primer reading lesson. It would look then as if, while we are instructing our children through our primers, they are getting their education through the Sunday papers.

The element of the grotesque, too, which enters so largely into these Sunday serial pictures, is one very dear to the child's heart, and is found again in these old classics; and we cannot afford to ignore that element in the construction of our primary reading books.

It was once my pleasure to look over several hundreds of papers written by school children in reply to the question, What is the funniest

thing that you can remember? In the papers from the upper grades there were, of course, the elements of adult wit; but in the papers of the little children was found an almost universal testimony to the truth that the grotesque is the principal element in a child's idea of "funny." Little girls in long dresses, little boys in big hats, topsy turvy conditions; and, above all, deeds of monkeys were predominant.

It has been suggested that, possibly, in putting these classic tales into a primer form, from which the child shall perform the labor of learning to read, we may take from the child his enjoyment of the classic.

If reading were taught in the old-fashioned, laborious way, this question would indeed be worthy of grave consideration; for to rob a child of joy in these classic tales would indeed be unfortunate and unwise. The manuscript of these primers was, therefore, given over to a primary teacher who made an honest test of them upon the children. This teacher reported in favor of the experiment, it being her opinion that since there is so little labor and so much play connected with the modern reading process, the child's interest was by no means deadened; rather was it heightened and the ambition stirred by the presence of reading material with which they were already familiar. That this should have been so seems probable and consistent when we recall that children love always to do things with which they are familiar.

Such being true, then, why may we not throw off primer traditions of passivity and colorless ethics and give to the first grades as well as to the third and those above, the kind of reading that they love; and that which is in harmony with the child's real interest.

MARA L. PRATT-CHADWICK.

CONSTRUCTION WORDS.

There is a certain list of words the mastery of which is absolutely essential to the child before he can acquire any ease or comfort in reading.

This list is no less essential to the compiler of a primer if the compiler would present thoughts that are sequential and reasonable.

It should, then, be the aim of any teacher who thinks of the child as a human being rather than as a first grade pupil, to see that this list is acquired as soon as possible.

TO BE LEARNED BY SIGHT.

are	do	should	would
any	does	some	were
	don't	says	where
been		said	what
	goes		won't
could		two	
come	here	too	you
		to	yes
	might	three	yet
		their	your
	of	there	
	one	they	
	once		

TO BE LEARNED BY SOUND.

ăn	hē	ở	ủ
át	hĩ	ởn	until
ăm	hĩm	over	
all	hēr	out	why
ās	hās	off	when
and	hāve	our	while
	hād		which
bē	how	seen	wē
būt		see	
bỹ	is	say	was
	it	shē	will
căn	if	shall	went
	I	sō	
dĩd	in	saw	
fôr	mē	this	} th in these words is marked thus: th
frôm	mỹ	that	
	may	them	
gō	mũst	these	
gết		those	
gốt	now	with	
	nō	three	
	nốt		

The above list includes the construction words that make up the Ward list, placing these primers in harmony with that series of books.





See the bears.

Can the bears walk?

The bears can walk.

See the bear walk.

The bears can see.

II

The bears live in the woods.

The bear lives in the woods.

See the bear in the woods.

See the bears in the woods.

Do the bears like the woods?

Yes, the bears like the woods.

Why do the bears like the woods?

The bears like to walk in the
woods.

(Blend words.)

w oods

l ike

g oods

p ike

h oods

str ike

III



Why do bears live in the woods?
The bears like to live in the
woods.

See, the house is in the woods.
The bears live in the house.

IV

I see one bear.

I see two bears.

I see three bears in the woods.

One bear walks in the woods.

Two bears walk in the woods.

Three bears walk in the woods.

One bear lives in the house.

Two bears live in the house.

Three bears live in the house.

(Blend words.)

b ee

kn ee

s ee

fl ee

thr ee

tr ee

V

The bear is in the woods.

I see one bear in the woods.

I see two bears in the woods.

I see three bears in the woods.

I see trees in the woods.

I see one, two, three trees in the woods.

Do the bears like the trees?

The bears do like the trees.

The bears climb into the trees.

Why do the bears climb into the trees?

The bears like to climb into the trees.

VI



This is Silver Locks.

How do you do, Silver Locks?

Silver Locks is lost in the woods.

See the lost Silver Locks.

Poor Silver Locks!

Silver Locks is lost in the trees.

Silver Locks came to the woods.

Silver Locks came to the house
of the bears.

Silver Locks, Silver Locks, lost
Silver Locks!

O, Silver Locks, you are lost.

(Blend words.)

d ocks

c ame

fl ocks

d ame

l ocks

f ame

m ocks

g ame

kn ocks

n ame

r ocks

s ame

VII



Silver Locks ran away from her home.

Silver Locks ran into the woods.
Now Silver Locks is lost in the woods.

O Silver Locks!

Why did you run away from home?

Silver Locks came to the house of the bears.

O Silver Locks!

You ran away from home.

You are lost, Silver Locks.

You are lost in the woods.

(Blend words.)

aw ay

h ay

b ay

j ay

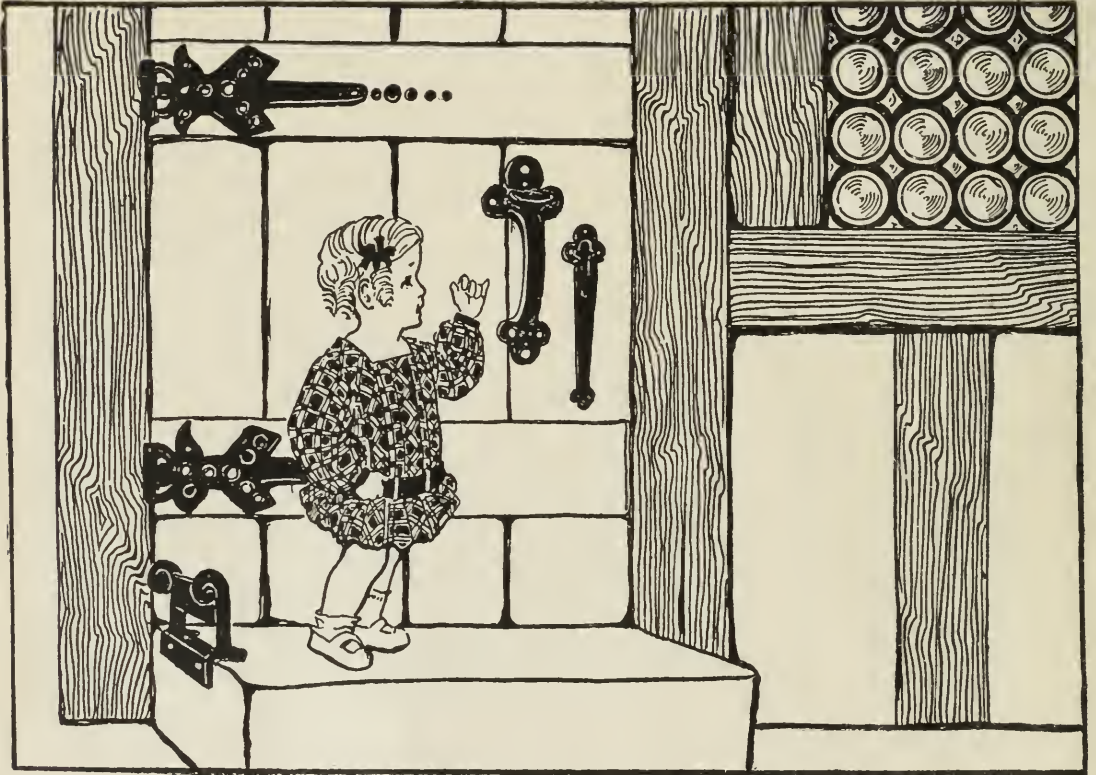
d ay

l ay

g ay

m ay

VIII



Silver Locks came to the woods.

Silver Locks came from her home.

Silver Locks came to the house in the woods.

Silver Locks knocked.

One, two, three!

Silver Locks knocked at the door.

One, two, three!

Silver Locks knocked at the door
of the house.

Knock, knock, knock!

Silver Locks tried the door.

The door was not locked.

Silver Locks went into the house

The bears were not at home.

The bears were out for a walk.

Not a bear was at home.

d oor

fl oor

IX



“I like this house,” said Silver Locks.

Silver Locks saw a chair.

“I like this chair,” said Silver Locks.

Silver Locks saw two chairs.

“I like the two chairs,” said Silver Locks.

Silver Locks saw three chairs.

“I like the three chairs,” said Silver Locks.

“I like the big chair,” said Silver Locks.

“I like the middle sized chair,” said Silver Locks.

“I like the little chair,” said Silver Locks.

“This is a big, huge chair.

This is a middle sized chair.

This is a wee, wee chair.”



Does the big, huge bear have the big chair?

Yes, the big, huge bear has the big chair.

Does the middle sized bear have the middle sized chair?

Yes, the middle sized bear has the middle sized chair.

Does the little, wee wee bear have the little chair?

Yes, the little, wee wee bear has the little chair.

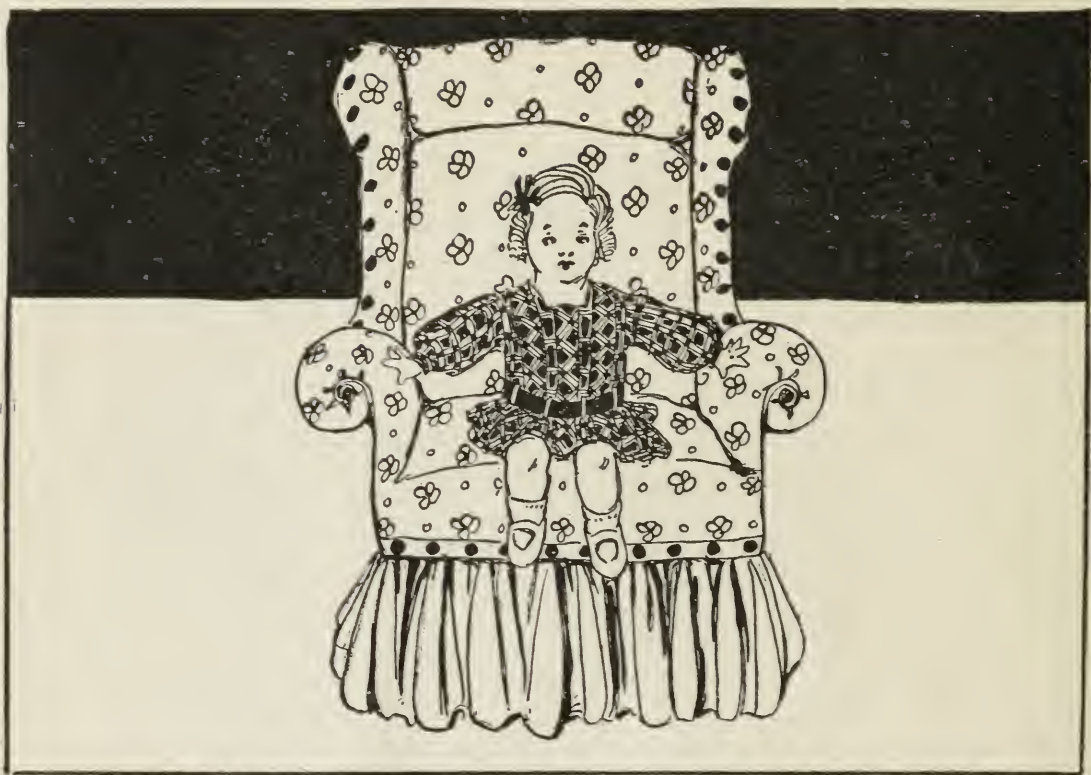
The bears sit in their chairs.

The big, huge bear sits in the big chair.

The middle sized bear sits in the middle sized chair.

The little, wee wee bear sits in the little chair.

XI



“I should like to sit in the big chair,” said Silver Locks.

Silver Locks sat in the big chair.

“I should like to sit in the middle sized chair,” said Silver Locks.

Silver Locks sat in the middle sized chair.

“I should like to sit in the little chair,” said Silver Locks.

“The big chair is too big,” said Silver Locks.

“The middle sized chair is too soft.”

Then Silver Locks sat in the little chair.

“O! I like the little chair,” said Silver Locks.

“The little chair is not too big.

The little chair is not too soft.

The little chair is just right.”

XII



Silver Locks sat and sat in the
little chair.

Break, break, break!

The little chair began to break.

Break, break, break!

Down went Silver Locks.

Down went the chair.

“O! O! O!” said Silver Locks.

“I do not like the little chair.

O! O! O!”

(Blend words.)

d own

air

g own

ch air

br own

f air

cr own

h air

dr own

p air

t own

l air

d own

st air

XIII

Silver Locks began to be hungry.

“O, I am so hungry!” said Silver Locks.

“I am hungry for food.

I should like some food.

Is there any food in the house?

O yes, the bears must have food.

Where is the food?

Can I find it?

I will look for it.

I shall find it.

There must be food.

There must be food in the house.

Where, where is it?”

XIV

“Who lives in this house?” said Silver Locks.

“I see a table.

Is there any food on the table?

There must be food in the house.

The three bears live in the house.

The three bears must have food.

Where are the three bears?

Where is their food?

O, here it is!

This is their home.

Here is their table.

And see! Here is their food.”

XV



Silver Locks went to the table.

Silver Locks saw three bowls on the table.

One was a big, huge bowl.

One was a middle sized bowl.

One was a little, wee wee bowl.

XVI

There was milk in the bowls.

“I like milk!” said Silver Locks.

There is milk in the big, huge bowl.

There is milk in the middle sized bowl.

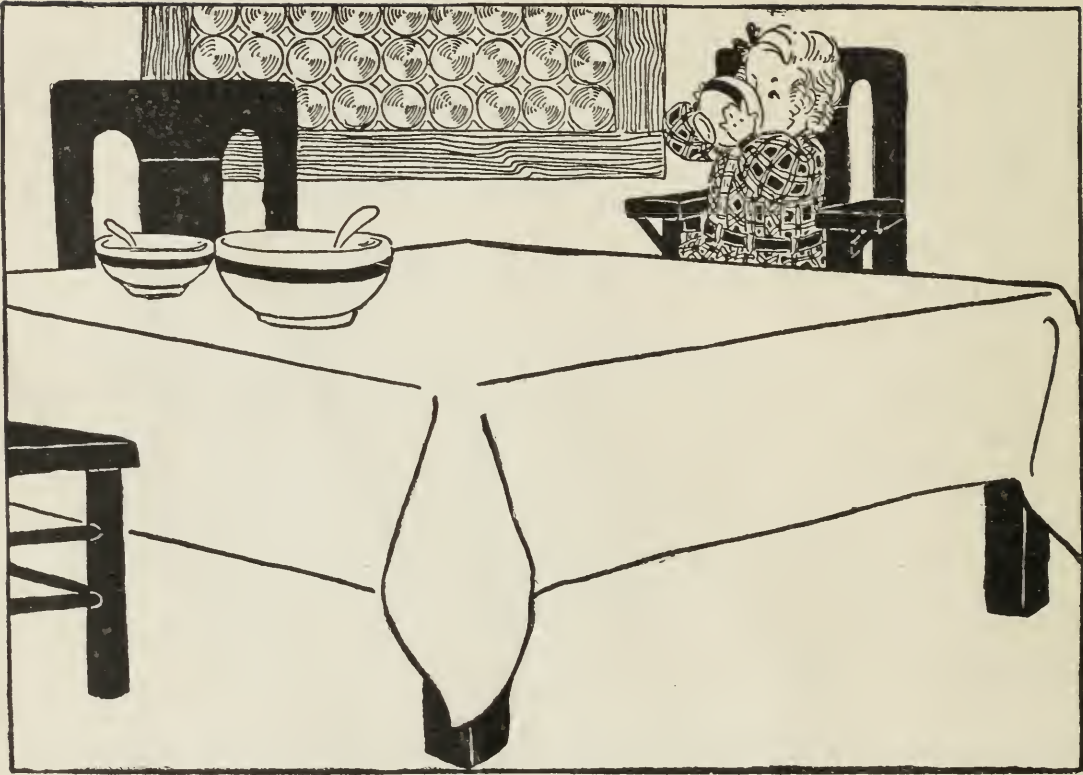
There is milk in the little, wee wee bowl.

I will taste the milk in the big, huge bowl,” said Silver Locks.

“I will taste the milk in the middle sized bowl.

I will taste the milk in the little, wee wee bowl.”

XVII



Silver Locks tasted the milk in the big bowl.

“The milk in the big bowl is too hot,” said Silver Locks.

“O! O! It is too hot.”

Silver Locks tasted the milk in the middle sized bowl.

The milk in the middle sized bowl was too cold.

“I do not like cold milk,” said Silver Locks.

Silver Locks tasted the milk in the little bowl.

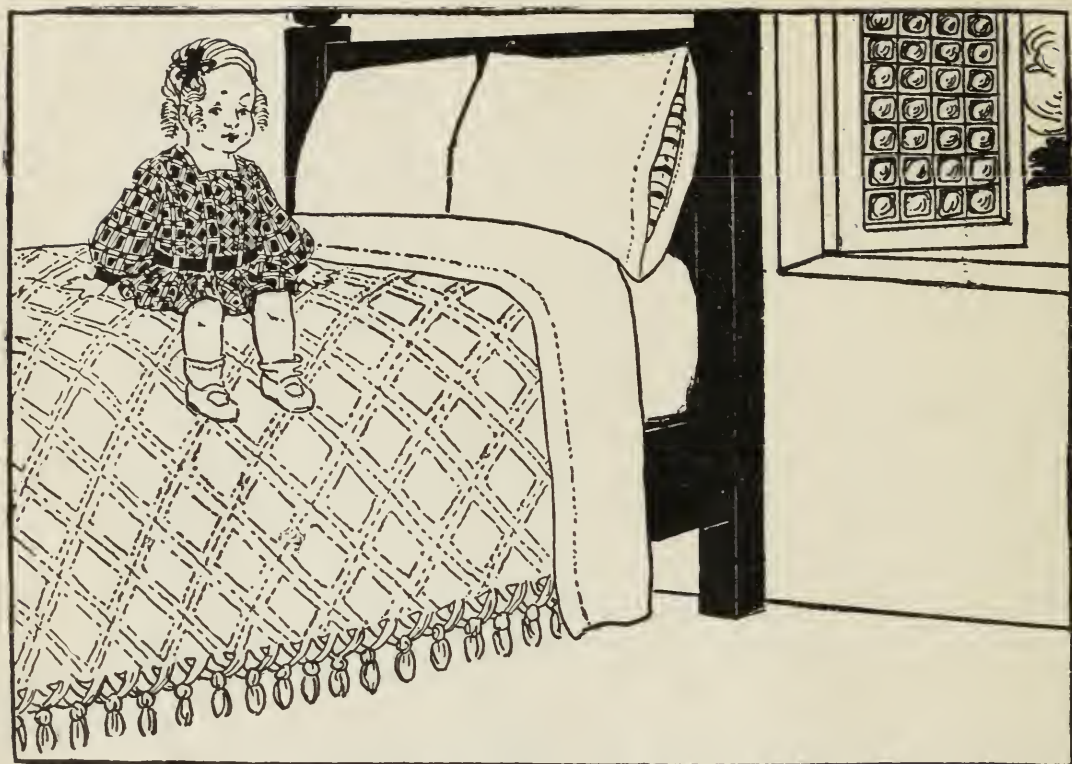
“The milk in the little bowl is just right,” said Silver Locks.

Silver Locks drank from the little bowl.

Silver Locks drank and drank.

“O, I was so hungry!” said Silver Locks.

XVIII



Silver Locks was tired.

Silver Locks was tired from her walk in the woods.

Silver Locks went to the bedroom.

There were three beds.

One bed was a big, huge bed.

One bed was a middle sized bed.

One bed was a little, wee wee bed.

So Silver Locks lay on the big bed.

“O, the big bed is too hard!” said Silver Locks.

Silver Locks lay on the middle sized bed.

“O, the middle sized bed is too soft,” said Silver Locks.

Silver Locks lay on the little bed.

“O, the little bed is just right!” said Silver Locks.

“I like the little bed.”

XIX



Silver Locks was very, very tired.

She was so very tired.

O, so tired—so tired—so tired!

She fell asleep.

She fell asleep in the little bed.

It was the little, wee wee bed.

“This bed is just right,” said
Silver Locks.

“It is not too hard.

It is not too soft.”

Then Silver Locks fell asleep.

Tired, tired Silver Locks.

O, how tired she was!

(Some ee words.)

sl ee p

asl ee p

s ee

s ee d

w ee d

f ee d

h ee d

n ee d

d ee p

b ee

b ee s

kn ee

wee wee

h ee l

k ee l

XX



Silver Locks slept and slept.

She slept on the little wee wee
bed.

She slept until the bears came
home.

She slept until the bears came
into the house.

O Silver Locks! Silver Locks!

The bears are at the door.

The bears are in the house.

The bears will find you.

O, wake, wake, Silver Locks!

(Blend words.)

w ake

m ind

b ake

f ind

c ake

k ind

l ake

b ind

m ake

gr ind

r ake

bl ind

XXI

O Silver Locks, run, run.

The bears are in the house.

Hear the bears, Silver Locks!

Do you not hear them?

Silver Locks slept on and on.

She did not hear the bears at the door.

She did not hear them come into the house.

She did not hear them go to their chairs.

She did not hear them go to their bowls.

She did not hear them come to their beds.

XXII

The three bears came into the house.

The door was not locked.

“Did you not lock the door?” growled the big, huge bear.

“Yes,” said the middle sized bear.

“I locked the door.”

“But the door is not locked,” growled the big, huge bear.

“Somebody is in the house.”

“O yes,” said the middle sized bear.

“O yes,” squealed the little, wee wee bear.

“Somebody is in our house.”

XXIII



The bears went in at the door.
The bears looked at the room.
The bears saw the wee wee chair.
“See! see!”
“See!” growled the big, huge bear.

“See!” said the middle sized bear.

“See!” squealed the little, wee wee bear.

“Somebody is in the house,” growled the big, huge bear.

“Yes, somebody is in the house,” said the middle sized bear.

“Yes, yes, somebody is in the house,” squealed the little, wee wee bear.

(Blend words.)

l ook	squ eal	round
b ook	m eal	p ound
c ook	s eal	b ound
h ook	r eal	s ound

XXIV

“Somebody has sat in my chair,” growled the big, huge bear.

“Somebody has sat in my chair,” growled the middle sized bear.

“Somebody has sat in my chair,” squealed the little, wee wee bear.

“See, see, see!

Somebody has broken my chair.”

“I knew there was a thief in the house,” growled the big, huge bear.

“I knew there was a thief in the house,” said the middle sized bear.

“I knew there was a thief in the house,” squealed the little, wee wee bear.

XXV

Who is the thief?

Where is the thief?

“The wicked, wicked thief!”
growled the big, huge bear.

“The wicked, wicked thief!” said
the middle sized bear.

“The wicked, wicked thief!”
squealed the little, wee wee bear.

Come, let us find her.

Where is she?

We shall see.

Come, big, huge bear.

Come, middle sized bear.

Come, little, wee wee bear.

XXVI



“I am hungry,” growled the big, huge bear.

“I am hungry, too,” said the middle sized bear.

“I am hungry, too,” squealed the little, wee wee bear.

So the bears went to the table.

They began to drink their milk.

“Somebody has tasted my milk,”
growled the big, huge bear.

“Somebody has tasted my milk,”
said the middle sized bear.

“Somebody has tasted my milk,”
squealed the little, wee wee bear.

“Somebody has drank my milk.

O! O! O!” squealed the little,
wee wee bear.

“My milk!

O my milk!

Somebody has drank my milk!

Somebody drank all of my milk.”

XXVII

O Silver Locks, wake, wake,
wake!

The bears are coming.

The bears are coming for the
thief.

You are the thief.

The bears will eat you.

Listen!

Do you hear the bears?

Do you not hear them?

They are coming for you.

Listen!

Do you hear them coming?

They are coming for the thief.

The three bears are coming for
you, Silver Locks.

They will eat you, Silver Locks.

Wake, wake, Silver Locks!

O, wake, wake!

(Some ie words.)

th ie f

n ie ce

l ie f

p ie ce

gr ie f

s ie ge

ch ie f

l ie ge

br ie f

pr ie st

f ie ld

bel ie ve

w ie ld

rel ie ve

y ie ld

gr ie ve

XXVIII



The bears went up stairs.

They were angry.

One, two, three angry bears.

“Now we shall find the thief,”
growled the big, huge bear.

“Now we shall find the thief,”
said the middle sized bear.

“Now we shall find the thief,”
squealed the little, wee wee bear.

“The wicked thief must be up
stairs,” growled the big, huge bear.

“The wicked thief must be up
stairs,” said the middle sized bear.

“The wicked thief must be up
stairs,” squealed the little bear.

Three angry bears!

One little thief!

Wake, little thief, wake!

The bears are coming.

Wake, Silver Locks, wake!

XXIX



The bears went to the room of the big, huge bear.

“Somebody has been lying in my bed,” growled the big, huge bear.

Then they went to the room of the middle sized bear!

“Somebody has been lying in my bed,” said the middle sized bear.

Then they went to the room of the little, wee wee bear.

“Somebody has been lying in my bed,” squealed the little, wee wee bear.

“And see! Here she is!

Here is the thief.”

“O! O! O!” growled the big, huge bear.

“O! O! O!” said the middle sized bear.

“O! O! O!” squealed the little, wee wee bear.

XXX

Just then Silver Locks woke.

O! O! O!

She heard the squeal of the
little, wee wee bear.

O! O! O!

She heard the growl of the big,
huge bear.

O! O! O!

O, the bears!

O, the bears!

The three bears!

Will they eat Silver Locks?

Run, Silver Locks, run!

The bears are angry.

Hear the big, huge bear growl.

Hear the little, wee wee bear
squeal.

Growl, growl!

Squeal, squeal!

Run, Silver Locks!

O, run, run!

(Blend words.)

w oke

owl

p oke

gr owl

sm oke

h owl

c oke

f owl

j oke

pr owl

y oke

XXXI



Did Silver Locks wake?

O yes, Silver Locks woke.

Silver Locks saw the three bears.

Silver Locks jumped from the
bed.

“O see, see!” growled the big, huge bear.

“O see, see!” said the middle sized bear.

“O see, see!” squealed the little, wee wee bear.

Jump, jump, Silver Locks!

Jump out of the window!

The bears are angry.

They are very, very angry.

Jump, then, jump!

Jump out of the window!

jumped

window

angry

very

XXXII



“O! O! O!” screamed Silver Locks.

O, how she screamed!

She jumped up from the bed.

She ran to the window,

Jump, Silver Locks, jump!

Jump out of the window!

“O! O! O!” screamed Silver
Locks.

Silver Locks jumped.

She jumped out of the window.

Then she ran.

She ran and ran.

(Blend words.)

scr eamed

b ump

b eamed

h ump

dr eamed

l ump

gl eamed

p ump

s eamed

d ump

XXXIII



The bears ran to the window.

The bears looked out of the window.

They looked at the little girl.

They saw her run and run.

“Only a little girl,” growled the big, huge bear.

“Only a little girl,” said the middle sized bear.

“Only a little girl,” squealed the little, wee wee bear.

Silver Locks ran out of the woods.

Silver Locks ran to her home.

“I will never run away again,” said Silver Locks.

“I will never run into the woods again.

O, the big, huge bear!

O, the middle sized bear!

O, the little, wee wee bear!”

A REVIEW.

(The entire story in continuous form, including all words in the vocabulary.)

I

Three bears lived in the woods.

Three bears went out for a walk.

Silver Locks came into the woods.

She saw the house of the bears.

“O, what a good house!” said she.

She went up to the house.

She knocked on the door.

No one was at home.

“Who lives in the house?” said Silver Locks.

Silver Locks had run away from home.

Silver Locks was lost in the woods.

Silver Locks went into the house.

“I like the house,” said Silver Locks.

“I see three chairs.

I would like to sit in the chairs.”

So Silver Locks sat in the big chair.

Silver Locks sat in the middle sized chair.

Silver Locks sat in the little chair.

“The big chair is too hard,” said Silver Locks.

“The middle sized chair is too soft,” said Silver Locks.

“The little chair is just right,”
said Silver Locks.

So Silver Locks sat and sat.

But the chair began to break.

Break, break!

Down went the chair.

Down went Silver Locks.

Silver Locks began to be hungry.

“Is there food in the house?

I am so hungry.”

On the table were bowls.

There were three bowls.

There was milk in the bowls.

Silver Locks went to the table.

She looked into the bowls.

II

She tasted the milk in the big bowl.

She tasted the milk in the middle sized bowl.

She tasted the milk in the little bowl.

“The milk in the big bowl is too cold,” she said.

“The milk in the middle sized bowl is too hot,” she said.

“The milk in the little bowl is just right,” she said.

So she drank it.

She drank and drank.

“O, I was so hungry!” she said.

III

Silver Locks was tired.

“I will find a bed,” said she.

“I am tired.”

So she went to the bedroom.

There were three beds.

There was a big bed.

There was a middle sized bed.

There was a little bed.

Silver Locks lay on the big bed.

Silver Locks lay on the middle sized bed.

Silver Locks lay on the little bed.

“The big bed is too hard,” she said.

“The middle sized bed is too soft,” she said.

“The little bed is just right,” she said.

So Silver Locks fell asleep.

She slept in the little bed.

She slept on and on.

She slept a long time.

She slept until the bears came.

She did not hear them.

Run, Silver Locks, run!

The bears are coming.

The bears will eat you.

But Silver Locks was asleep.

She did not hear.

IV

“Somebody is in the house,” growled the big, huge bear.

“Somebody is in the house,” said the middle sized bear.

“Somebody is in the house,” squealed the little, wee wee bear.

The bears went into the house.

They looked at the three chairs.

“Somebody sat in my chair,” growled the big, huge bear.

“Somebody sat in my chair,” said the middle sized bear.

“Somebody sat in my chair,” squealed the little, wee wee bear.

“O! O! somebody has broken it.”

“I am hungry,” growled the big, huge bear.

“I am hungry,” said the middle sized bear.

“I am hungry,” squealed the little, wee wee bear.

“Somebody has tasted my milk,” growled the big, huge bear.

“Somebody has tasted my milk,” said the middle sized bear.

“Somebody has tasted my milk,” squealed the little, wee wee bear.

“Somebody has drank my milk.

O! O! O!”

V

The bears were angry.

“We will find the thief.

Come, come, let us find the thief.

The thief is up stairs,” growled the big, huge bear.

“The thief is up stairs,” said the middle sized bear.

“The thief is up stairs,” squealed the little, wee wee bear.

The bears went into the bedroom.

“Somebody has slept in my bed,” growled the big, huge bear.

“Somebody has slept in my bed,” said the middle sized bear.

“Somebody has slept in my bed,”
squealed the little, wee wee bear.

“See, see!

Here she is!”

Just then Silver Locks awoke.

She saw the bears.

“O! O! O!” she cried.

She heard the growl of the big,
huge bear.

She heard the squeal of the little,
wee wee bear.

Silver Locks jumped out of bed.

She ran to the window.

She jumped out of the window.

She ran and ran and ran.

She ran out of the woods.

The bears looked out of the window.

They looked at the little girl.

“Only a little girl,” growled the big, huge bear.

“Only a little girl,” said the middle sized bear.

“Only a little girl,” squealed the little, wee wee bear.

Silver Locks ran until she came to her home.

“O! O! I will never run away again,” she said.

“O, never, never, never!”

VOCABULARY.

I	V	IX
bear	trees	said
walk	climb	chair
see	VI	huge
II	Silver	middle
like	Locks	sized
live	came	wee wee
woods	lost	big
III	VII	little
why	from	X
house	ran	does
they	away	have
IV	home	sits
one	VIII	XI
two	knock	just
three	door	right
		should
		soft
		then

XII	XVI	XX
break	taste	slept
down	will	long
began	XVII	time
XIII	hot	until
where	cold	wake
hungry	drank	XXI
food	XVIII	run
any	lay	hear
XIV	lie	XXII
here	bed	yes
table	bedroom	somebody
their	tired	growled
there	hard	our
XXV	XIX	XXIII
bowl	asleep	went
milk	fell	looked
	very	saw
		squealed

xxiv	xxvii	xxxi
sat	coming	jump
thief	listen	window
knew	xxviii	
broken	stairs	
xxv	now	xxxii
who	angry	screamed
wicked		
xxvi	xxix	xxxiii
they	lying	only
eat	xxx	again
all	woke	
tasted	heard	never



"Never Do to be Without Jell-O"

As Tommy finished the Jell-O dessert at dinner his mamma remarked, "That's the last of the Jell-O in the house," and he went to the kitchen to enter an order for more.

"It'll never do to be without Jell-O," Tommy says.

It's a good idea to see that there is always enough

JELL-O

in the house to supply the boys and girls in the family with the Jell-O desserts which they like so much.

A dozen or more different kinds of Jell-O dishes are made from each of the six flavors of Jell-O, which are: Strawberry, Raspberry, Orange, Lemon, Cherry, Chocolate.

THE GENESEE PURE FOOD COMPANY
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